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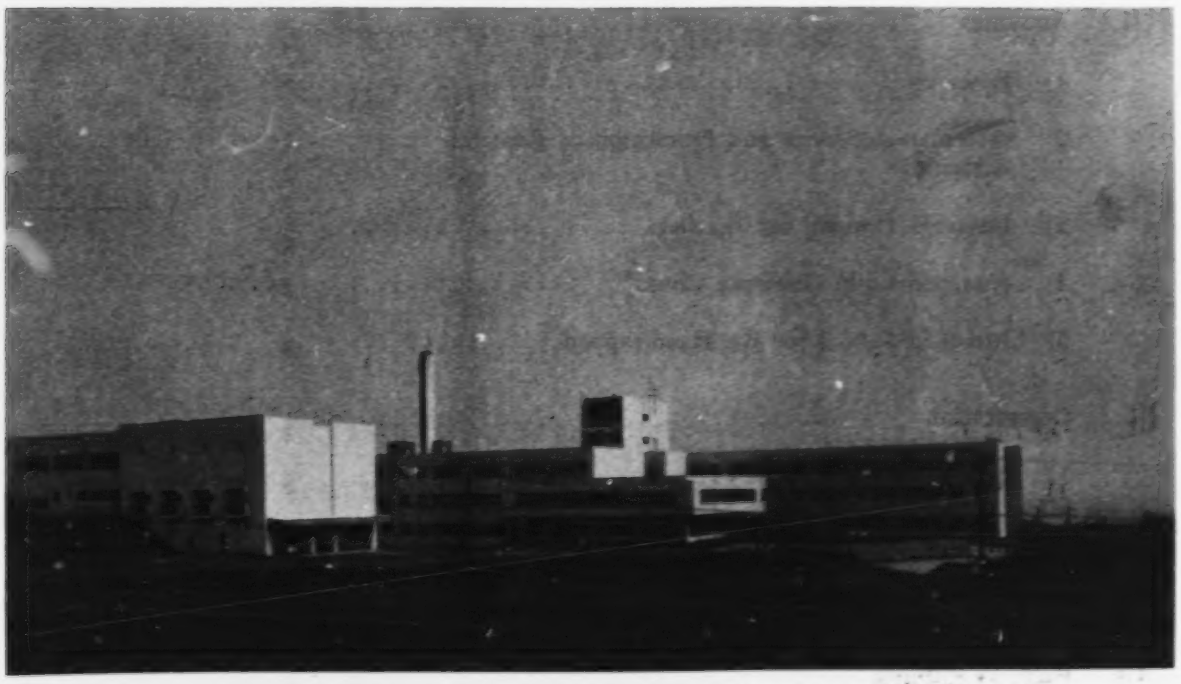
ABSTRACT

Treated are the purpose, activities, organizational structure, and facilities of the Japanese institute for special education (SE). Activities noted concern SE research (in fields of medicine, psychology, education, and technology), information processing services, inservice teacher training, a child guidance center, and a school for handicapped children. Portrayed is the organizational structure consisting in a board of 20 SE specialists, a director, and departments for planning; administration; specific handicapped populations; and educational technology. Departmental functions are defined as collecting and maintaining SE materials; cooperating with national and foreign organizations; and promoting research through lectures and seminars. The institute's personnel are said to comprise 30 clerical, 40 research, and seven medical (for the child guidance clinic) staff members (1972); an annual staff increase is expected. Facilities listed are a building for research and administration, another for inservice training (included are an assembly hall and lecture rooms), dormitories for inservice trainees and lecturers, and a dining hall. (MC)

THE NATIONAL INSTITUTE FOR SPECIAL EDUCATION



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I. Raison d'être of the Institute

In Japan, special education has recently made considerable development in terms of the number of special schools and special classes. However, there are still many problems to investigate – such as what curricula should be provided and what the teaching methods should be like for the variously handicapped.

In the meantime, there has been a growing need for the special educational care for the severely and/or multiplied handicapped, the emotionally handicapped, the speech handicapped and others, to whom the careful educational consideration has not been given.

In full response to the requirement of the time, the Ministry of Education considered it necessary to establish an independent research institute to satisfy the triple function below:

1) Making practical research on the whole field of special education, integrating the knowledge and techniques of medicine, psychology, education and technology.

2) Collecting research information and providing them to universities, colleges and relevant research institutes.

3) Conducting regular systematic inservice training for teachers of special education.

Thus, the Ministry of Education, with the help of a number of professions of full knowledge and experience, had promoted the preparation for establishing the National Institute for Special Education since 1967, and the Institute was founded in October 1971 as one of the institutes directly governed by the Ministry.

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II. Activities

1) Research (Started in October 1971)

The Institute carries out the researches the findings of which can be directly applied to the contents of education and the teaching methods in the special education, from the point of view of relevant sciences such as medicine, psychology, education and technology.

2) Information Service and Promotion of Research Activities

(Partly started in April 1972)

(1) The Institute provides services such as collecting, processing and offering research information, data and materials of both foreign countries and Japan.

(2) The Institute promotes the research activities cooperating with the relevant institutes, universities and colleges of both foreign countries and Japan, and holding seminar on special education.

3) Inservice Training for Teachers (Started in 1972)

The Institute conducts inservice training for the teachers of special education. The main purpose is to improve the quality of the leading or experienced teachers in the field of special education. The period is 12 months for long-term training and 3 months for short-term training.

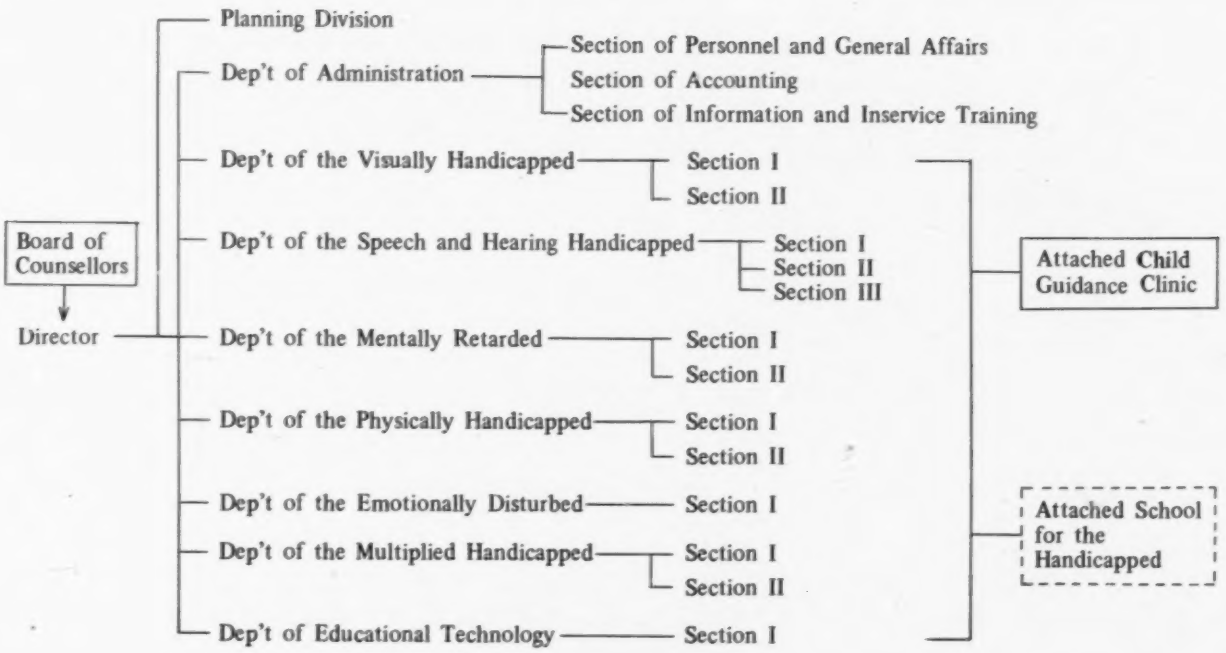
4) Attached Child Guidance Clinic (Started in 1972)

As one of the practical research programs, the Institute provides advisory service for the handicapped children and their parents, makes comprehensive diagnosis and thereupon gives guidance and advice on education for the handicapped children.

5) Attached School for the Handicapped (Will be opened in 1973 with the school building and dormitory constructed during 1972)

A school for the handicapped, which is attached to the Institute, will be opened for the severely and/or multiplied handicapped children. As it is very difficult to give the educational guidance to those handicapped children, the teaching methods have not yet been well formulated. The school aims, therefore, at developing the contents of education and the teaching methods for those handicapped children.

III. Organization



N.B. Items marked with – – – – will be established within 1973.

1) Board of Counsellors

The Board of Counsellors is an advisory organ to the Director of the Institute on the important matters concerning the administration and management of the Institute. The Board consists of 20 members who have broad and leading opinion on the research and studies of special education.

2) Internal Subdivisions and Functions

Planning Division

(1) To co-ordinate the research and studies of the departments of the Institute and to make a general planning thereof.

(2) To make planning and arrangements for the cooperation with research institutes, universities and other relevant institutes of foreign countries and Japan.

Department of the Visually Handicapped

Section I: To make research and studies on the education for the blind.

Section II: To make research and studies on the education for the partially sighted.

Department of the Speech and Hearing Handicapped

Section I: To make research and studies on the education for the deaf.

Section II: To make research and studies on the education for the hard of hearing.

Section III: To make research and studies on the education for the speech handicapped.

Department of the Mentally Retarded

Section I: To make research and studies on the education for the severely mentally retarded or moderately mentally retarded.

Section II: To make research and studies on the education for the mildly mentally retarded.

Department of the Physically Handicapped

Section I: To make research and studies on the education for the crippled and disabled.

Section II: To make research and studies on the education for the delicate and chronically ill.

Department of the Emotionally Disturbed

Section I: To make research and studies on the education for the emotionally disturbed.

Department of the Multiplied Handicapped

Section I: To make research and studies on the education for the visually and hearing handicapped, and so on.

Section II: To make research and studies on the education for the mentally retarded and visually handicapped, and/or the mentally and hearing handicapped, and so on.

Department of Educational Technology

Section I: To make research and studies on development and improvement of teaching machines and/or training appliances and apparatus necessary for the education for the handicapped children.

Besides the research and studies mentioned above, each department performs the following functions:

(1) To collect, arrange and keep the materials on special education.

(2) To cooperate with research institutes, universities and other relevant institutes of foreign countries and Japan by request.

(3) To promote the research activities through lectures and seminars.

3) Staff

In 1972 (fiscal year), the Institute composes of 77 staff – – 30 of clerical staff, 40 of research staff, and 7 of medical staff (for the Attached Child Guidance Clinic). The number of the staff shall be increased annually with the progress of the scheme.

IV. Scale of the Building

Size of Site	92,166m²
Main Building for Research and Administration	7,457m²
Facilities and Accommodations for Inservice Training	
Building for Inservice Training	1,281m²
Assembly Hall	
Larger Lecture Room	1
Lecture Room	2
Smaller Lecture Room	4
Dormitory for Inservice Trainees	2,163m²
Dormitory for Lecturers	131m²
Dining Hall	324m²

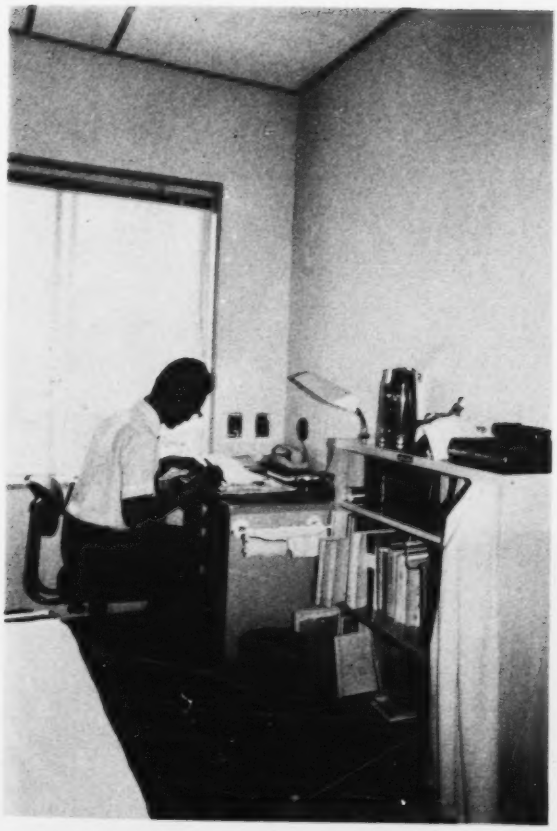
Panoramatic View of the Institute from Hillside.

Testing Visual Acuity of a Partially Sighted Child.

Speech Training.

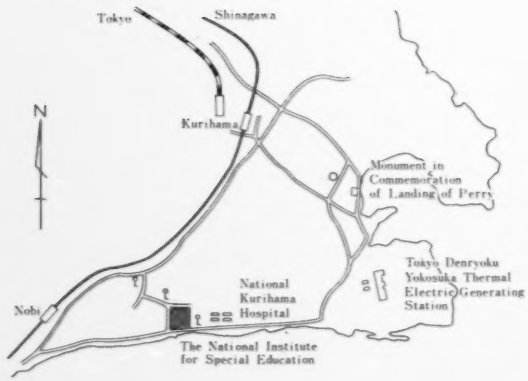
Auditory Training using a Master Auditory Trainer.

Play Therapy for an Autistic Child.



An Inservice Trainee at his desk in the Dormitory.

Lunch-time in the Dining Hall



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